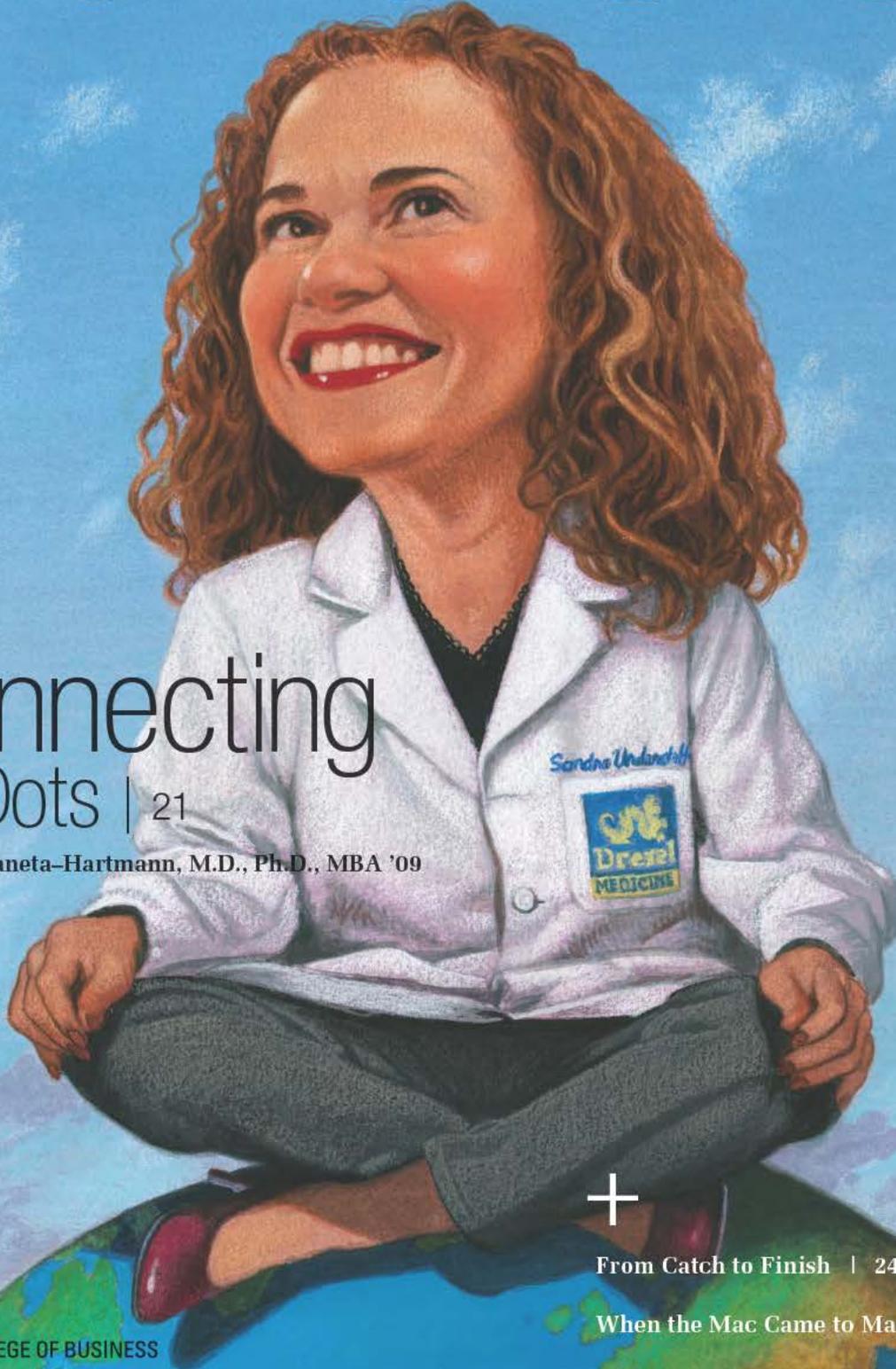


Market Street

Fall/Winter 2011

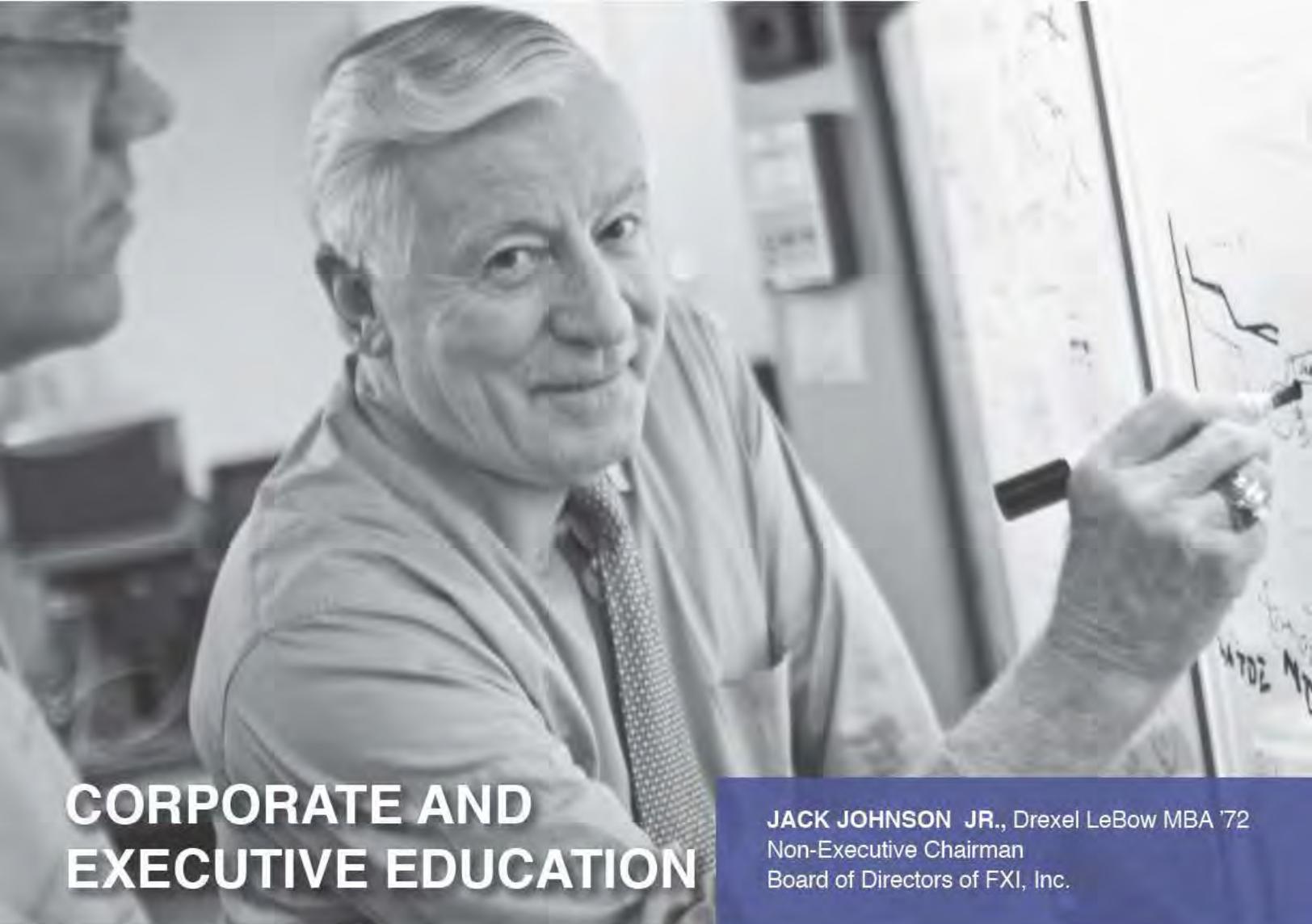
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Welcome to the inaugural issue of *Market Street*!

I recently learned that the *actual* Market Street — the east–west divide that runs from the edge of the Delaware River to Upper Darby — was not always called Market. A short history lesson: High Street was its original name given by English settlers until entrepreneurial Billy Penn changed the course of Philadelphia. He urged merchants to set up markets along the street, creating a corridor of business, eventually resulting in the street's name change around 1800.

To this day, Market Street remains true to its appellation as the epicenter of economic activity in Philadelphia, and, as such, a fitting location for our home, LeBow College of Business. As a business leader, we attract the best, the brightest and most focused students who go on to excel in business, economics and beyond. This issue of *Market Street* is filled with some of their stories.

For example, our cover story subject, Dr. Sandra Urdaneta–Hartmann, came to LeBow when she realized she was missing critical experience before she set out to launch her global health initiative.

With an M.D. and Ph.D. already in her pocket, she credits her LeBow degree with her latest success. Turn to page 21 to read about her interesting career.

Every one of our Executive MBA students comes to LeBow already successful in their respective fields. But when this august group stepped outside of themselves and into their shells on the Schuylkill to try their hand at rowing, they learned much more than how to paddle. Read about their life-changing experience on page 24.

And while it's been a few months since the untimely passing of Apple's Steve Jobs, we at Drexel will never forget how he launched his Macintosh microcomputer on our very own campus, on Market Street. Turn to page 32 for this unique look into our past.

From the Greek economic crisis to solving the Social Security mess to the teaching methods and acclaimed research of our faculty to more and more interesting stories, you'll learn why LeBow College of Business is leading the charge in today's business world.

Enjoy the issue.



Leda Kopach CoAS '91
Editor

MARKET STREET

Fall/Winter 2011 Vol. 1, Issue 1
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Professor Roger McCain offers a glimpse into his favorite pastime.

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Sandra Urdaneta-Hartmann, M.D., Ph.D., MBA '09 explains how she's *Connecting the Dots*.



Bigger and Better

Given the financial meltdown that began in 2008 and the Euro debt crisis that continues to spiral as we stumble into 2012, the past few years have been challenging for me as a professor of finance who is also a native of Greece. There are at least a few people on Wall Street and in Athens who should be making apologies.

There is, however, one development over the past several years for which no apologies are necessary and every explanation is positive: the emergence of the LeBow College of Business as a national leader.

Next spring will mark my 10th anniversary as the R. John Chapel Jr. Dean of Drexel LeBow, a college that is not "too big to fail," but one that is increasingly "too good to overlook." Our students are smarter, our professors are tougher and our prospects are brighter than was the case only a decade ago.

A lot of the credit belongs to one man — Bennett S. LeBow '60, Hon. '98 — who invested \$10 million with us at the dawn of the 21st century and asked us to do more than put his name on the door. He challenged us to compete with the best.

The rest of the credit belongs to our faculty, who create knowledge through their research and challenge us with provocative business and public policy suggestions; our students, who hold internships around the world and turn freshman ambitions into

high-tech companies; and our alumni, who work to stop the spread of HIV and start small businesses while succeeding at their "day jobs."

Our successes were enough for Ben to come back one year ago and tell us to get a bigger door. A much, much bigger door. The result is our planned 12-story, 177,500-square-foot "door" to the Drexel campus that, in the words of President John A. Fry, is "a phenomenal opportunity. The construction of this academic building makes a visible and very confident statement about the University's future."

As I write this, Matheson Hall is being knocked apart by heavy machinery; by the time you read this, that building will be gone and preparations will begin to create the limestone and concrete tower that will keep us on a trajectory toward becoming one of America's top business schools. We will finally have a facility worthy of the energy, academic stature and far-reaching influence of LeBow College.

Now, if only I could figure out how to extend that influence into the banking boardrooms and government offices in my native Greece and the 16 other nations in the eurozone. You can read my thoughts on the debt crisis and some possible resolutions elsewhere in this issue of *Market Street*. As for right now, let me just lament that my real estate taxes in Naxos are 300 percent higher today than they were less than one year ago.

In the words of Greek poet Simonides of Ceos, "Not even the gods fight necessity."



George P. Tsetsekos, Ph.D.
R. John Chapel Jr. Dean





Ancient History

It's official: Matheson Hall is nothing more than a distant memory.

Piece by piece, the building has been dismantled, and construction workers are now digging a hole to prepare a foundation for the College's new 12-story, 177,500-square-foot business center. The new building's steel skeleton is expected to be complete by May, and the enclosing or "cladding" by fall 2012.

If you want to check out our progress, you can visit buildinglebow.com for an EarthCam view of the construction site. — *Lisa Litzinger-Drayton*

MBA Students Experience Business Abroad

Thirty-four LeBow College MBA students took off to an international residency in Budapest, Hungary; and Vienna, Austria, in September. In Budapest, students visited the Budapest Stock Exchange, NCR and Morgan Stanley. They were also briefed by United States Ambassador to Hungary Eleni Tsakopoulos Kounalakis.

In Vienna, "the gateway to Eastern Europe," students had the opportunity to visit IBM, Pfizer, Unisys, Raiffeisen International Bank and Merck. The trip included cultural visits in both Budapest and Vienna and visits to Schönbrunn Palace in Vienna and Fisherman's Bastion in Budapest.



The trip was made possible through the generous support of Martin Welch MBA '88, senior vice president and CFO of the International Division of Aramark; Tom Simonson '84, senior vice president of Global Marketing Unisys; and Harry Stout '76, CEO of ING Insurance Australia.



New M.S. in Leadership Program Debuts in January

Drexel LeBow has announced the launching of a master's degree program in leadership. The program can be completed in less than two years and will be offered exclusively at Drexel LeBow's campus in Malvern, with classes beginning in January.

The M.S. in leadership begins with core business courses, making the degree accessible for someone who did not earn an undergraduate degree in business. The curriculum includes advanced interdisciplinary courses such as Economics of Social Justice, Business Ethics, Social Forces and the Law, Leading Effective Organizations and a capstone course in sustainability. For further information, visit lebow.drexel.edu/leadership.

Stephen Cozen Named Business Leader of the Year



Stephen A. Cozen, founder and chairman of the Philadelphia-based law firm Cozen O'Connor, is Drexel University's LeBow College of Business 2011 Business Leader of the Year.

"Steve's achievements as a lawyer and as an executive are equally remarkable," said George P. Tsetsekos, Ph.D., the R. John Chapel Jr. Dean

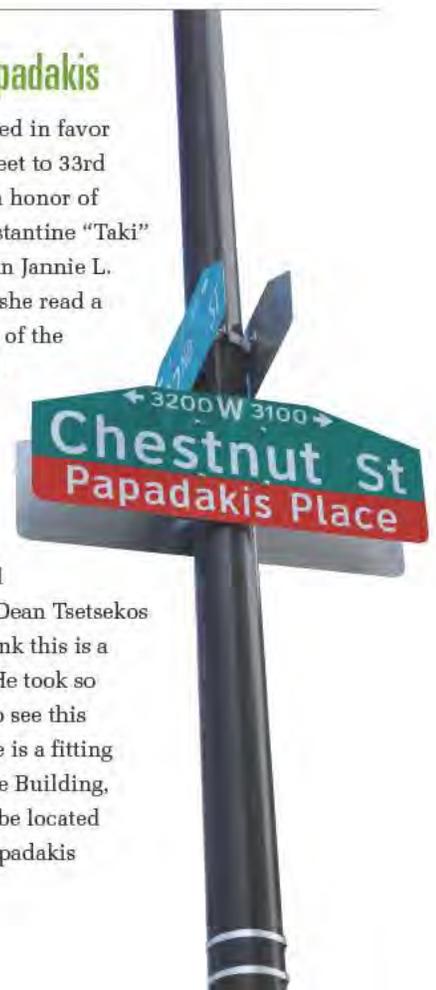
of LeBow College. "He grew his firm from only four attorneys in 1970 to now having 550 attorneys in 24 offices across the United States and in Canada and the United Kingdom."

He will be honored at a luncheon attended by hundreds of Greater Philadelphia's top executives on Feb. 13, 2012.

Street Renamed to Honor Papadakis

Philadelphia City Council recently voted in favor of giving Chestnut Street from 31st Street to 33rd Street a new name: Papadakis Place, in honor of Drexel University's late president Constantine "Taki" Papadakis. Philadelphia Councilwoman Jannie L. Blackwell made the announcement as she read a resolution from the city at the opening of the University's new Papadakis Integrated Sciences Building on September 19.

Located at the corner of 33rd and Chestnut Streets, the five-story, 130,000-square-foot building houses 39 research and teaching laboratories for biomedical engineering, biology and chemistry and a fossil preparation lab. Dean Tsetsekos was in attendance at the opening. "I think this is a great honor for Taki," Tsetsekos said. "He took so much pride in Drexel University, and to see this amazing new building bearing his name is a fitting tribute to him." The new LeBow College Building, which will be completed by 2014, will be located diagonally across the Quad from the Papadakis Integrated Sciences Building.





Stag's Leap Winery in Napa, Calif.

LeBow's Bandana Contest a Success

Kevin Dowling MBA '11, holding his bandana proudly amidst the vines at the Stag's Leap Winery in Napa, Calif., won the "bandana contest" LeBow presented through Facebook, and took home an Amazon Kindle as his prize.

Eighty-two pictures were submitted in all, including such scenery as beaches, tennis courts and waterfalls. Mario the Magnificent made a few cameos, as did a lifeguard, a mummy, the Roman Coliseum and a prehistoric crocodile skeleton.

Was the contest a success?

During the contest, LeBow's Facebook page boomed, breaking 1,000 "likes," while organic interaction grew by 30 percent.

But perhaps even more telling: What might be dubbed a "copycat" contest has been launched by Temple's Fox School of Business. Doubtfully a coincidence, they are also using social media to ask their constituents to take photographs of themselves wearing Fox School T-shirts around the globe, offering Temple's version of Dragon Dollars as the prize for the most "likes."

As they say, imitation is the most sincere form of flattery.

: ^)

LeBow Research Cited by Senate Panel

Research conducted by a Drexel LeBow economics professor has been cited in a report released by the U.S. Senate on the effects of the 2004 America Jobs Creation Act. A study by Sebastien Bradley, Ph.D., an assistant professor of economics at LeBow, found "an unforeseen consequence of this tax holiday." Some U.S. parent corporations, he found, reallocated as much as \$32 billion in domestic funds to their offshore affiliates, only to return those funds to the U.S. under the much lower tax rate.

Proponents of the legislation said the tax holiday would promote investment and increase employment in the U.S. The Senate report, issued by Sen. Carl Levin (D-Mich.), concludes the growth in American jobs and investment did not occur.

Finance Professionals, Undergrads Network in New York



Fifty New York-area alumni attended the Office of Undergraduate Career Services' fifth annual New York Alumni Networking event in September, meeting with 20 carefully selected finance undergrad students. Due to the success of past events, the selection process has become highly competitive. The finalists were selected based upon outstanding GPAs, professional work experiences through co-op and demonstrated leadership capacity. Prior to the event, students participated in the closing bell ceremony at NASDAQ, with the LeBow logo prominently displayed on the MarketSite Tower.

Dean George Tsetsekos and Michael Gombola, Ph.D., professor and department head of finance, were also in attendance. They encouraged alumni to continue to build the LeBow Network by reaching back to undergraduate students regarding available opportunities within their firms.



Photo: Jake W. Washburn



Word on the Street

At the “Sledgehammer Ceremony” in October, the contents of a time capsule discovered while preparing Matheson for demolition were revealed. The contents of the box left the crowd feeling somewhat underwhelmed.

Among the artifacts were a copy of *The Triangle* from Friday, April 23, 1965; an empty Blue Book used by students to write answers to exams; and a broken cigarette with what appears to be the names Ed Martin, Macaulay, Helpin, Barre, Lucke, McNamara and Mueller scribbled on it.

We polled some LeBow faculty, staff and students on what they’d like to see in the next time capsule, and here are some of their answers.

“Something related to Mario the Magnificent. Something that’s part of our school spirit.”

— Thomas Hindelang, Ph.D., Vice Dean and Francis Professor of Finance

“One of the products that our students developed like the Smartcard, or the Homepay, which is one of the companies in our incubator. It would be interesting to see how that technology changes 50 years into the future.”

— Mark Loschiavo, Executive Director, Laurence A. Baiada Center for Entrepreneurship

“A copy of the day’s *Triangle*.”

— Ana Liu, LeBow Graduate Student

“I’d like to see more one-of-a-kind stuff. A blue book would be good if it had an A exam and an F exam. Something that shows both academic and student life — maybe students’ letters and photographs. It would give it more personality.”

— Rob Sieczkiewicz, Drexel University Archivist

“Paper or coin currency from each country represented in our student body, faculty and staff as of Dec. 31, 2013.”

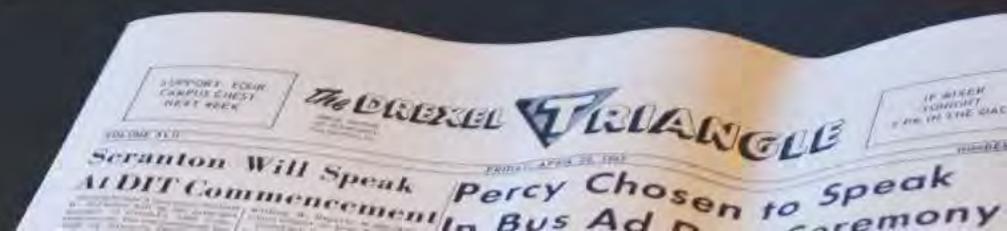
— Mark Eyerly, Executive Director, LeBow Communications

“The Drexel MBA ad campaign.”

— Sue Rinaldi, Assistant Director, Interactive Design

“Stock from Google. It may no longer exist when the box is opened, but it’s a good idea to have something that’s hot right now.”

— George Tsetsekos, Ph.D., R. John Chapel Jr. Dean



BUZZWORDS

“It is not clear to me that the advising role here is best filled by someone with Chelsea’s talents, nor is it clear that such talents are best placed on the board level.”

— Prof. Ralph Walkling, Ph.D., on Chelsea Clinton’s appointment to the board of IAC, *Fox News*

“If you are down 40 percent but your industry peer group is down just 5 percent, are you a failure? There are certain industries where I wouldn’t expect any of them to have good numbers.”

— Prof. David Becher, Ph.D., on analyzing CEO pay vs. performance, *The Philadelphia Business Journal*

“Legislators can say it’s to protect health and reduce drunk driving, and that’s what can draw support, but the real motivation is revenue.”

— Prof. Mark Stehr, Ph.D., on new state laws that raise taxes on alcohol and permit Sunday sales, *the New York Times*

“The idea that a corporation has commanded control over their reputation is long gone. With all the blogs and 24-hour information, the reputation of a company comes not only from inside the company but clearly comes from a whole unity of folks looking outside in.”

— Prof. Elliot Schreiber, Ph.D., on managing corporate reputations, *Voice of America*

“There’s a cyclical element of economic downturns where people are almost forced into entrepreneurial pursuits because they were forced out of their jobs.”

— Mark Loschiavo, executive director of the Baiada Center, on layoffs driving people to start their own businesses, *iStockAnalyst*

“Traditionally, if you wanted to be a superintendent, you got a doctorate degree, but I decided to get an MBA instead, and I feel very confident that what I got out of that experience is going to make me a much better superintendent.”

— Alumnus Gregory Wright MBA '11, on being appointed superintendent of Bristol Borough School District, *The Philadelphia Inquirer*

the greek crisis IS NOT about greece

Mark Eyerly

Those silly Europeans. Did they truly believe that cross-country collaboration could override the fundamentals of fiscal and monetary policies? That their differing cultures and national priorities would bow down before the almighty euro? That the frugal northerners among them would gladly cover the tab run up by their spendthrift neighbors to the south?

Apparently so, says George P. Tsetsekos, Ph.D., who found plenty of anger and despair among his Greek countrymen during an August trip to his homeland.

"Everybody calls this 'the Greek debt crisis,' but it's not about Greece," says Tsetsekos, the R. John Chapel Jr. Dean of LeBow College. "Greece is a symptom, the tip of the iceberg. This is about the viability of the eurozone."

The eurozone consists of 17 out of the 27 members of the European Union — Austria, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, Netherlands, Portugal, Slovakia, Slovenia and Spain — that adopted the euro as a common currency in the belief that shared monetary policy would strengthen their economies and advance growth in an environment of global competition.

It might have worked, Tsetsekos says, except those 17 nations failed to recognize the threat to a single currency that would be posed by 17 different governmental policies on spending and taxation.

While Germany, Finland and Holland follow fiscally conservative policies, aligning taxes and spending in balanced budgets, their profligate brethren such as Greece, Portugal, Italy and Ireland accumulate large government debt with, in the case of Greece, generous spending on healthcare, education and retirement. Greece financed its debt by borrowing against the perceived quality of the euro, not the creditworthiness of Greece itself. As of this writing, the International Monetary Fund, Germany, France and the European Union were among the parties funding what is essentially \$350 billion in bridge loans to keep Greece — and the idea of the eurozone — afloat, until a global economic recovery arrives.

In the meantime, they are insisting that Greece make drastic cuts in spending, accompanied by significant tax hikes.

"The people in Greece are unhappy," Tsetsekos says. "There's no job stability, no prospects for youth. It's sinking in for people that there is no easy way out for the next 20 years. Most people think the Greek government is too quick to adopt European recommendations for austerity," he adds.

How does Tsetsekos see this playing out? There are two likely scenarios, he says.

ONE, the eurozone is split in two with two different currencies, one for the countries that maintain budget deficits no greater than 3 percent of gross domestic product; the other for those nations that have large debts.

TWO, Greece is kicked out of the eurozone and returns to its previous currency, the drachma, and is left on its own to put its fiscal house in order.

If something isn't done, he adds, global markets will lose faith in the eurozone, quashing any hopes of a global economic recovery.

"The eurozone countries have been trying to run a marathon on only one leg," Tsetsekos says. "They have to do something to bring the monetary and fiscal policies of member nations into sync with one another." 





DIRECTORS' DIALOGUE 2012

LESSONS FROM THE 2012 PROXY SEASON: KEY TRENDS AND DEVELOPMENTS



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ELISSE B. WALTER, Commissioner, U.S. Securities and Exchange Commission

PANELISTS AND SPEAKERS:

GEORGE MACKENZIE, Non-Executive Chairman, American Water Company

FREDERICK (BILL) WILLIAM MCNABB III, Chairman and CEO, The Vanguard Group

GLENN BOORAEM, Principal and Assistant Controller, The Vanguard Group

PATRICK MCGURN, Exec. VP and Special Counsel, RiskMetrics Group (ISS)

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How Do We Save

Editor's Note:

Social Security was created by the Federal Insurance Contributors Act—the FICA deduction in your paycheck. Currently, the federal government taxes workers and their employers at a rate of 12.4 percent on the first \$106,800 of wage income. Social Security is now the single largest federal program, consuming 20 percent of the budget.

As the name implies, Social Security was set up as an insurance program for the disabled and elderly. The federal government, however, has used some of this money over the past 70 years to pay other bills and issued IOUs to the Social Security Trust Fund.

That trust fund faces tremendous deficits as more and more baby boomers stop paying the tax and start receiving benefits. Unless we...

Lower Benefits!

Michael Gombola, Ph.D.

Social Security has been able to generate a pay-as-you-go cash flow surplus until recently but faces huge deficits after 2030. Since the problem faced by Social Security is in the future, the solution must focus there as well. Lifting the cap on earnings subject to FICA taxes is an inadequate fix.

For example, Social Security's chief actuary found that a proposal by Sen. Bernie Sanders (I-Vt.) to begin immediately taxing all earnings above \$250,000 would keep the fund solvent to at least until 2090, but only as long as the government starts repaying its IOUs beginning in 2030. In addition, an aging population with fewer taxpayers supporting greater numbers of beneficiaries will require an increase in the tax rate well above the current 12.4 percent.

Consider possible behavior by government: Is the government most likely to: a) stop using money from the trust fund for other purposes; b) repay the money it already owes to the trust fund; c) raise taxes; d) none of the above.

Based on past behavior, "none of the above" is the correct answer, which is why the best solution is to reduce payments to future retirees, and to do so by raising the retirement age.

In 1940, when Social Security started paying benefits, workers reaching 65 had a remaining life expectancy of 12.7 years for men and 14.7 years for women. By 2010, life expectancy at 65 had risen to 22.5 years for men and 24.7 for women. By 2030, life expectancy will rise further. It is not a stretch to say that 70 will become the new 67, if it hasn't already.

In 1983, the retirement age was raised from its original 65 years to the current 67 years. That change, combined with an adjustment in the benefits formula, made Social Security solvent for decades. Today, moving the retirement age to 70 has four merits:

- ❑ It is by definition fair because everyone is treated the same and no one receives special treatment.
- ❑ It will restore balance to the ratio between working years and retirement years and recognize, at least in part, the increase in life expectancy.



- ❑ It will preserve the disability benefits in Social Security because changing the retirement age will not affect disability payments.
- ❑ It will provide an incentive for labor force participation among the elderly. Older workers can contribute not only to their own welfare but also to overall economic output.

Furthermore, cutting benefits is preferable to removing the cap on income subject to the FICA tax, because raising the income cap would only strengthen Social Security's use as a device to redistribute wealth instead of an insurance program.

Social Security was named and originally described to Americans as an insurance program, and many Americans still regard it as one. But unlike other insurance programs, where benefits rise linearly with contributions, Social Security redistributes wealth in two ways: benefits are proportionately greater for recipients who have earned less and contributed less to the system; and benefits are subject to income tax. Social Security as a progressive insurance program is one thing; Social Security as a means of large-scale wealth redistribution is something else entirely.

Michael Gombola is professor and head of the finance department at LeBow College of Business. He will reach early retirement age next year and full retirement age in 2017.

Social Security?

Scrap the Cap!

Christopher Laincz, Ph.D.

The solution to saving Social Security is simple: cut spending, raise revenue or both. The details are the difficult part. None of the approaches is politically palatable and all have negative economic consequences. However, a phased elimination of the \$106,800 cap on annual income subject to FICA taxes will provide firmer financial footing for Social Security and the U.S. structural debt than reductions in benefits. Here's why:

- ❑ Cutting benefits, which are already low by global standards, raises the possibility of more cuts down the road. If you tell me today you're willing to lower my benefits when I retire, what's to stop further cuts between now and then? Reducing benefits undermines the "security" safety net of Social Security.
- ❑ Removing the cap affects only 17 percent of wage earners; reducing benefits affects 100 percent of Social Security beneficiaries.
- ❑ By exempting income above \$106,800 from the FICA tax, we place a much larger tax burden on low- and middle-income wage earners. The lion's share of increases in real wages over the past 25 years went to the upper 20 percent of earners, while real Social Security benefits remained flat. Cutting benefits would further undermine the intended progressivity of "Social" Security.
- ❑ Raising the taxable income cap would send a strong signal to global markets that the United States is willing to make the difficult decisions, and make them now. Lifting the cap on Social Security taxes immediately adds revenue to the budget.

Raising the cap is not simply soaking the rich. Far from it. If you pay into the system, no matter your income, you are entitled to benefits.

An infrequently mentioned part of the original bargain struck in 1938 is that we are all paying for the retirement income received by the generation that fought in two World Wars and survived the Great Depression, a.k.a. the "Greatest Generation," whose sacrifices contributed to the peace and prosperity we enjoy today. Therefore raising or eliminating



Illustrations: Jack Unruh

the cap altogether is asking those who are benefitting most from the oldest generation's labors to pay a larger share of that original cost.

Admittedly, our lackluster economy could be slowed even further by a tax hike, so here's what we do: Remove the cap on taxable income but initially exempt from the tax all income between \$106,800 and \$350,000; commit to gradually shrinking the exemption over the next 8 to 10 years; then move forward with no cap at all.

By removing the cap the Social Security trust fund will remain in the black until 2083, even with the longer expected lifetimes of the baby boomers and including the increased benefits for those who pay more into the system. If we remove the income cap but maintain the current benefit structure, i.e. no increase in benefits for those earning more than \$106,800, the system is actuarially sound beyond the 75-year forecast range of the Congressional Budget Office. **M**

Christopher Laincz is an associate professor of economics at LeBow College. He will reach retirement age in 2038.

Lisa Litzinger-Drayton

While the term “business research” often conjures thoughts of some pretty stiff subject matter, professors at Drexel LeBow are investigating questions that may surprise you. For example, can financial incentives inspire people to get fit? What happens when kids are required to wear helmets while riding their bikes? What factors affect work–life balance?

Business research captures a wide net of subject matter, running the gamut from the seemingly mundane, but important, to issues that everyone might find fascinating. For example, the high compensation of executives as well as professional athletes draws a great deal of public ire. Jacqueline Garner, Ph.D., associate professor of finance at LeBow, is working on several projects on “excess” executive compensation, focusing on whether or not the excess pay is warranted. One of her projects, along with

Won Yong Kim, a former LeBow Ph.D. student and now assistant professor at Dickinson College, examines whether salary caps are an effective compensation contract. They find that improving firm–level governance practices is far more effective than thwarting executive pay by setting an upper limit on pay. Using the same idea about “excess compensation,” Garner is also currently working with a finance faculty member at Oklahoma State to investigate whether higher salaries for college football coaches (relative to their peers) translate into better-performing teams and more NFL draft picks from those teams. “I’ve always been a huge college football fan, and as a finance professor these are the kinds of questions that fascinate me,” says Garner, who has also recently published research on how directors are elected to boards. “You might call it the ‘fun’ side of finance.”



OK, maybe it's not quite wild, but it isn't boring either

"BUSINESS RESEARCH CAPTURES A WIDE NET OF SUBJECT MATTER, RUNNING THE GAMUT FROM THE SEEMINGLY MUNDANE, BUT IMPORTANT, TO ISSUES THAT EVERYONE MIGHT FIND FASCINATING."

Apparently, economics also has a lighter side. Mark Stehr, Ph.D., associate professor of economics at LeBow, is currently examining the fitness question. He and two colleagues created a field experiment to investigate whether corporate wellness programs actually work, and self-control can be bought. The project is still in working-paper status, but the experiments are complete and the results, clear: People did go to the gym much more often during the four weeks of the study when they were paid for it, and even after the four weeks of paid visits ended, those who were paid continued to go more often than those in the control group who were never paid to visit the gym, showing the incentive may have helped some establish a routine.

After their four-week period of paid gym visits was over, a number of participants were asked to place a voluntary bet on whether or not they'd continue to go to the gym, at an amount of their choosing. Of those who decided to place a bet, the average amount was \$58. If they went to the gym at least once every other week, they got their money back. If not, the bet was donated to charity. The overall success rate was 67 percent, with the results also showing that those offered the chance to make a bet exercised more than those not offered the chance, and those who put down

higher amounts for their bets won more often than those with lower amounts. "In a sense they're buying self-control, and in a sense we're selling it because it's kind of like creating a market for self control," Stehr says. Economists call these self-control devices; there's one available to everyone at www.stickk.com, which is growing in popularity, Stehr points out.

He also recently published a paper on the intended and unintended effects of bicycle helmet laws. He and a colleague observed that many motorcyclists are opposed to being required to wear a helmet, and reported they would stop riding motorcycles if such a law were enacted in their state. "We figured bicycle helmet laws would have the same effect," Stehr says. They gathered data from the Centers for Disease Control and Prevention and compared states that enacted bicycle helmet laws with states that did not require them over a period of several years. Sure enough, the evidence demonstrated that when such laws were put into place, kids rode bicycles less. Their finding was covered by the *New York Times* and the *Wall Street Journal*.

What's most important: a supportive boss, a supportive organizational culture or a supportive spouse?

Just ask Jeffrey Greenhaus, Ph.D., LeBow's William A. Mackie Chaired Professor of Management, an expert in work-family balance, who recently conducted research into which factors are most important in helping employees achieve such balance. He and LeBow colleague Jonathan Ziegert, Ph.D., found that having a supportive boss enhanced employee work-family balance only when the organizational culture and the spouse were also supportive. Their findings indicate that having a supportive boss, although important, is not enough without this additional support.

Greenhaus, currently in his 30th year at LeBow, also observes that work-family balance can be difficult for academics, like himself, to achieve. Even though they often have flexible schedules, he says, they have difficulty leaving their research behind when they go home. "Academics have a constant flow of work, and we can do it from almost anywhere," he says. "We have to have a strategy for separation. We don't leave work every day with a finished project," referring to the fact that conducting and publishing academic research almost always takes several years from start to finish.

Apparently, business research can tell us more about different aspects of our lives. 

AN APP FOR AFRICA

Joseph Master

Supporting a pair of Ray-Bans and seated on the terrace overlooking Drexel's brawny Bossone Research Enterprise Center, Zack Howitt's posture is impeccable; the self-assured bearing of a man with a purpose.

The recent LeBow graduate is half the world away from Sierra Leone, where he was inspired to design a mobile application that could streamline grassroots community healthcare in one of Africa's most economically challenged regions.

But for now, Howitt is here on Market Street, perched atop the building in which he honed his leadership and problem-solving skills. And he's in a reflective mood.

"It's very important to keep an open mind instead of saying 'What's in it for me?'" he says. "At the time, I didn't know how to solve the problems. But it made me question and say 'Man, I should really get out and experience this stuff firsthand.'"

Howitt's West-African sojourn began when LeBow Assistant Clinical Professor Neil Desnoyers, the faculty adviser for the National Organization for Business and Engineering, put him in touch with the Wellbody Alliance (formerly the Global Action Foundation), a nonprofit organization that operates a health clinic and other social programs in Sierra Leone — a country that, until 2002, had been crippled by a decade of civil war and civic instability from which it is only now beginning to recover. Known more for its dubious mining exports and political corruption than its social programs, the country continues to rely heavily on international aid.

Howitt traveled to Sierra Leone twice — once for the experience and again compelled by a sense of duty — where he shadowed community health workers and helped draft a microfinance initiative that is still being used to this day. The experience was an eye-opener for him, an opportunity to apply his business education to help people halfway around the world.

"When I was down in Africa, it was pretty chaotic," he says. "It was the first time I'd been to a developing country. I really spent a lot of time just on the ground working with community health workers and the local people."

Immediately, Howitt noticed problems. There was little transparency among personnel in the field and a lack of accountability at the organizational level. Health workers weren't communicating where they had been, or where they were going. Relief efforts were not properly coordinated. So Howitt devised a plan.

The mobile application, or app — which was created with help from design partner and Drexel computer science sophomore Dan Sullivan — uses GPS software to allow community health workers and surveyors to track their locations and input data directly to a server that is accessible anywhere in the world via a data storage and processing "cloud."

"Somebody in the United States can see exactly where these community health workers or surveyors are going," Howitt says. "It solves a lot of problems."



“Somebody in the United States can see exactly where these community health workers or surveyors are going; it solves a lot of problems.”

Soon after conceiving the concept for the app, Howitt was approached by a Microsoft evangelist who asked him to consider entering the Microsoft Imagine Cup competition, a global technology initiative now in its 10th year, that challenges students to create practicable solutions to real-world problems.

Ultimately, Howitt and Sullivan placed among the top five U.S. finalists.

“It went up through the chains of Microsoft early in the project. I was actually invited ... to meet [Microsoft CEO] Steve

Balmer and [Pennsylvania] Governor Corbett in the Microsoft Center in Malvern,” he says.

Service is second nature for Howitt. Just days after graduating cum laude with a B.S. in Business and Engineering, Howitt departed for a guided missile destroyer in Japan, where he will begin his service as an ensign in the United States Navy.

When speaking about his future, Howitt sits straight and selects his words carefully.

His excitement is palpable, though he shows the same calculated restraint that will serve him well in his military career.

Currently, a team of students from Princeton University is on the ground in Sierra Leone testing the limitations of a similar mobile app. If all works out, a fully customized app could be in the works, with the possibility of a government grant to fund the project.

“It was a great experience,” Howitt says, cracking the slightest smile. “It led us to develop a lot of contacts and connections I still use today.” 

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A

TEACHER'S TEACHER

Leda Kopach

With the signature cowboy hat that he dons on his frequent walks around campus, his distinguished gray beard and colorful ties, Vice Dean Tom Hindelang is hard to miss. After almost 40 years at Drexel University, he's legendary for having taught thousands of students and mentored scores of faculty. (In fact, a handful of LeBow faculty members are Hindelang's former students!)

"No doubt, as a professor I was very demanding," Hindelang says. "I outlined what the course's learning objectives were, and I told my students that there was no easy way to achieve them other than to work hard. I told them, 'Do your part, and I'll do mine.' I wanted to share my knowledge. I showed them the applicability to what I was teaching and how it related to their everyday lives. I wanted them to learn."

Though he is no longer in the classroom, having taken on more administrative responsibilities, Hindelang is still impacting students by working with LeBow faculty to enhance teaching and learning. He prides himself on the fact that the College has a very rigorous tenure process for faculty. The process ensures that only the best professors who are recognized as great teachers, researchers *and* service-oriented, are promoted, and that the students — "the reason why we are here" — receive the best education possible. Additionally, he has been at the forefront of establishing programs to support teaching, including the Center of Teaching Excellence (CTE), which he established

in 2002. The CTE runs programs committed to improving the level of teaching excellence and the quality of the student experience. The programs are led by Distinguished Teaching Fellows whom Hindelang handpicks because of their commitment to teaching and the recognition by their peers and students as effective educators.

"We are almost unique among business schools," Hindelang begins. "Universities will often have a Center of Teaching Excellence, but not business colleges. We are committed to teaching techniques completely centered around the business discipline. That is critical."

Developing future teachers is part of the Center's mission.

The Teaching Fellows work with Ph.D. students who have little or no experience yet are required to teach some classes as part of their curriculum.

"One of the four learning goals that we have for the graduates of our program is to develop effectiveness in teaching. We have a rubric, an evaluation form that we use. It's an important level of achievement. More than 90 percent of our graduates go on to become academics, so it's essential that they become good teachers. For the remainder who will go on to industry, they need to learn how to present and explain information."

How do we ensure that our students are learning?

“Just like in business, we are accountable,” Hindelang explains. “The way in which we make sure that our students are learning and succeeding is by making our faculty accountable. Every academic program at LeBow has a specific set of learning goals that professors have to meet. They need to demonstrate that our students are meeting our goals.”

Earlier this year the CTE hosted its first ever Business Professor Teaching Summit to bring business school educators together to share innovative and effective strategies for enhancing student learning across all business disciplines. More than 60 papers were shared by professors from 25 institutions.

“The feedback we received from the event was tremendous,” he says. “It was a wonderful opportunity to share information among our colleagues in the area, as well as to showcase our Center. We are proud of the work and progress we have made in the Center as well as the recognition we have received within the University for our teaching.” (LeBow professors have been recognized by the University for its highest teaching award the last three years.)

“I TOLD THEM, ‘DO YOUR PART, AND I’LL DO MINE.’ I WANTED TO SHARE MY KNOWLEDGE.”

Hindelang also has a lot to be personally proud of: five of his faculty are his former students. They are Tony Curatola '75, MBA '77, the Joseph Ford Professor of Accounting; Richard Freedman '72, department head of legal studies; Amy Kratchman MBA '91, associate clinical professor of finance; Dana D'Angelo MBA '92, clinical professor of general business; and Jodi Cataline '90, clinical associate professor of general business.

“It gives me great pleasure to think that my passion for teaching excellence in my classes had even a small part to play in motivating these outstanding individuals to pursue careers in higher education,” Hindelang says. “I am incredibly proud of the fact that, after they earned their degrees, they left Drexel, pursued their careers and achieved significant success, and then wanted to pursue careers in academia and were hired as full-time faculty members at Drexel.

“They became very gifted teachers as well,” Hindelang continues, “and over the years were selected as Distinguished Fellows of the CTE. All five have clearly demonstrated their passion for teaching excellence and their accomplishments in helping students to achieve learning goals.

“One of my favorite quotes is that ‘educators touch eternity by passing on knowledge and their passion for teaching and learning to their students who then continue to refine and improve everything, before they pass everything along to the next generation of students.’”

For almost 40 years at Drexel, Vice Dean Hindelang has “touched eternity” for generations of Drexel students, and his Center for Teaching Excellence will ensure that standard for generations to come. 

LeBow College of Business Distinguished Teaching Fellows

Jodi Cataline

Associate Clinical Professor of General Business

Dana D'Angelo

Clinical Professor of General Business

Larry Duke

Associate Clinical Professor of Marketing

Teresa Harrison, Ph.D.

Associate Professor of Economics and International Business

Thomas J. Hindelang, Ph.D.

*Executive Director, Center for Teaching Excellence
Vice Dean and the George B. Francis Professor of Finance*

Mike Howley, Ph.D.

Clinical Associate Professor of Marketing

Paul Jensen, Ph.D.

Associate Dean of Experiential Learning

Christopher Laincz, Ph.D.

Associate Professor of Economics and International Business

George Tsakumis, Ph.D.

Associate Professor of Economics and International Business

Jennifer Wright

Clinical Associate Professor of Accounting



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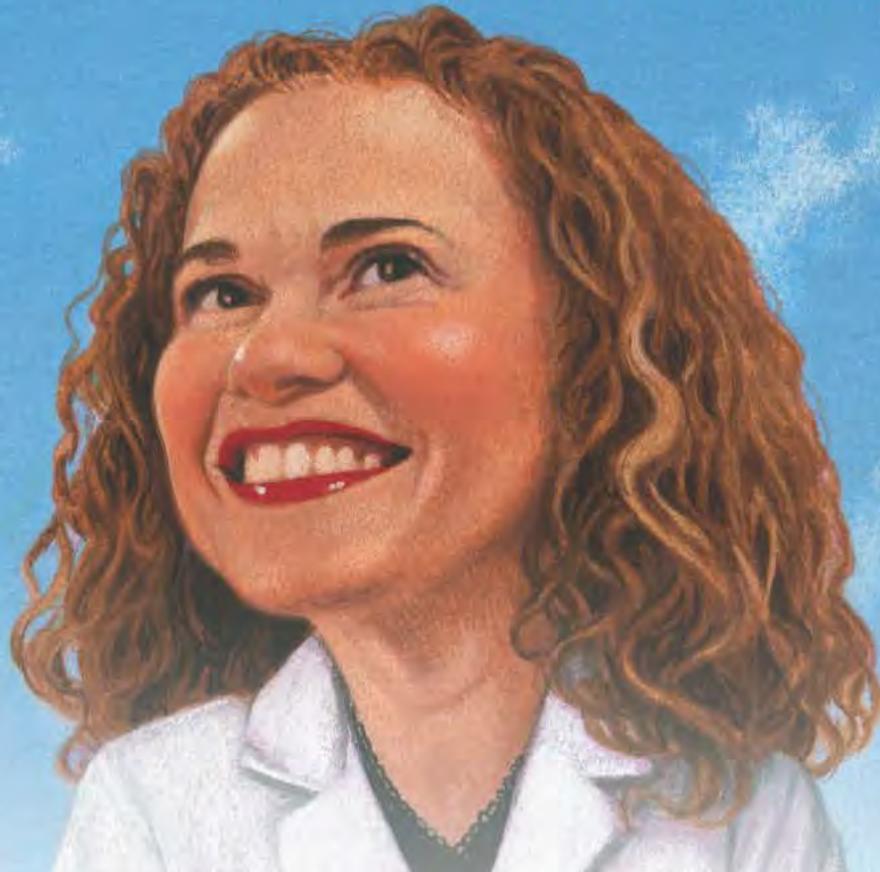
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CONNECTING

A Career Without Boundaries



Leda Kopach

With her wide smile, stunning good looks and charming personality, Sandra Urdaneta-Hartmann doesn't fit the mold of your typical scientist. Let alone one who is tackling one of the most pressing and talked about issues of our time.

Five days a week, Urdaneta-Hartmann — a Ph.D., M.D., and Drexel LeBow MBA '09 — enters and exits Amtrak stations at a pace somewhere between a fast walk and an all-out sprint. Her kinetic commute is merely the precursor to her day as research scientist, medical doctor,

entrepreneur and administrator who is tackling a global issue: preventing the transmission of HIV, the virus that causes AIDS, between infected mothers and their nursing babies.

On one end of her two-hour commute is bucolic Lancaster, Pa., where Urdaneta-Hartmann, who turned 40 earlier this year, lives with her husband and children, ages 13, 4 and 3. At the other end, bustling Philadelphia, where she works as the assistant director of the Center for Women's Health Research at Drexel's School of Medicine.

It is no accident Urdaneta-Hartmann chose medicine. Her parents, older brother and sister are all physicians. She grew up in Maracaibo, Venezuela, speaking both Spanish and English because both parents are bilingual. They learned English during their own medical residencies in the United States. Urdaneta-Hartmann excelled in school and became a national chess champion at age 13. But unlike the rest of her family, all of whom are practicing physicians, she pursued a different career path after earning her medical degree in Venezuela.

“By the time I finished medical school, I had decided that I wanted to be a scientist,” she says. “I wanted to do translational research. I wanted to connect the dots and have the product of my research reach the masses.”

The first step toward that goal was earning a doctorate at Penn State, where she studied microbiology and immunology with Mary K. Howett, Ph.D., who later became head of Drexel Med’s department of bioscience and biotechnology. She asked Urdaneta–Hartmann to join her at Drexel as a research assistant. Shortly thereafter, Urdaneta–Hartmann’s mentor made a breakthrough discovery: sodium

pregnancies and sexually transmitted diseases to hand sanitizers, disinfectants, nipple guards and even veterinary applications.

“At the same time, Mary became ill with leukemia,” Urdaneta–Hartmann says. Howett continued to battle her illness for years, but “as her condition worsened, she asked me to take over her work, telling me, ‘You can take it to the next level,’” Urdaneta–Hartmann recalls.

Entrepreneurial by nature but with no formal business education, she decided she would “leave no money on the table” by taking MBA classes as part of her Drexel employee benefits.

One of Urdaneta–Hartmann’s first stops was LeBow’s Baiada Center for Entrepreneurship, where she participated in classes, workshops and competitions. In its first attempt, Renaissance Scientific scored big, taking first place in the Business Plan Competition, a victory that earned the start-up space in Baiada’s business incubator.

Renaissance Scientific was also recognized in a number of other business competitions: At Purdue University’s Life Sciences Business Plan Competition in 2007, the team took 4th place and a \$20,000 cash prize. The teams also finished among the top



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“I find that there is a lot of misconception about research; that we are disconnected from the world of business.”

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dodecyl sulfate (SDS), an ingredient found in household products such as toothpaste, can kill HIV.

“Mary patented the compound, but she was not an entrepreneur,” says Urdaneta–Hartmann, who established Renaissance Scientific LLC with Howett, to help translate their discoveries into commercial applications. The partners developed 19 global new-use patents for compounds using SDS, ranging from personal lubricants for prevention of

“I knew that the MBA would be useful to our new venture, and Drexel was the best place to learn about entrepreneurship,” she says. “To this day, I consider my LeBow MBA the most useful of my degrees in terms of application and helping me in all aspects of my career. I had never taken a course in finance, and I was excited to apply what I learned immediately. There was great synergy between learning and application.”

winners at Carnegie Mellon University’s McGinnis Business Plan Competition and Wake Forest University’s Elevator Pitch Competition.

Urdaneta–Hartmann also worked closely with the staff at the Baiada Center, including Executive Director Mark Loschiavo, and to this day she considers him and the rest of the staff her friends.

“I was immediately impressed with Urdaneta–Hartmann when I first met her,” Loschiavo says. “She was attending a

workshop about building a company around intellectual property. She and Mary were working on commercializing a compound for use as a lubricant for condoms and a vaginal gel.

"From my perspective, it's not often that we see a new venture or technology that can change the world, and I saw this discovery as one of those," Loschiavo adds. "Urdaneta-Hartmann is remarkable. She has tremendous capacity and tireless enthusiasm."

In 2008, the global economy and Howett's health both took a turn for the worse. Urdaneta-Hartmann struggled to find investors and Howett succumbed to her illness. Quickly, the company's future became uncertain. "While we made some progress, the venture had taken a big hit by September of 2008," she says. With Howett's death, the team lost its lab space, and Urdaneta-Hartmann's position was downgraded to a part-time position. Urdaneta-Hartmann gave birth to her third child, continued taking MBA classes while working with the Baiada Center, but decided at the end of 2009 that enough was enough. She folded Renaissance Scientific.

With three young children at home, Urdaneta-Hartmann was happy to have more time to spend with them. It was also a good opportunity to regroup and contemplate how she could continue her life's research. And for the first time in a long time, she also had the opportunity for some "me" time, pursuing some activities that she had previously put on the backburner, such as playing the piano, going to concerts with her husband, sleeping late when her kids would let her, and gardening, probably her favorite pastime.

"Gardening helps me relax," Urdaneta-Hartmann says. "We have a bit of land, and I do all of my own landscaping. I love flowers, particularly lilies. I even named one of my daughters Lily."

After a year she began searching for a new opportunity and met Michele Follen, M.D., Ph.D., the newly appointed director of research for the Center of Women's Health Research in the Institute for Women's Health and Leadership at, of all places, Drexel's Medical School. Follen asked Urdaneta-

Hartmann to resume her research and join her as assistant director of the Center.

"I was thrilled," Urdaneta-Hartmann says. "We are working to build a strong program in translational research. Our goal is to improve women's health in developing countries. Currently, we are working on a program to prevent cervical cancer in Nigeria."

In addition to her new administrative responsibilities, Urdaneta-Hartmann continues her life's work on preventing AIDS transmission from nursing mothers infected with HIV. She continues testing that common household product, sodium dodecyl sulfate. She is also exploring the commercial viability of a silicone nipple shield to prevent transmission of HIV through breast milk.

"As an administrator, I write grants constantly trying to get funding for our many initiatives. They're not business plans, but I use the same skills I learned in business school in writing them," Urdaneta-Hartmann says. "My business education has really helped me in my role as an administrator.

"I find that there is a lot of misconception about research: that we are disconnected from the world of business," Urdaneta-Hartmann continues. "But we have common challenges, we have deadlines to meet, and we sacrifice sleep to get our jobs done.

"I still have many dreams," she says. "In the future, I may have a role in developing a global health company, and I know that my business education will help me as much as will my medical and doctoral degrees."

One thing that won't change in the near future is her crazy commute.

"Everyone asks me why we don't just move to Philadelphia since we both work here," she says. (Urdaneta-Hartmann's husband, Karl, is principal of a private equity investment firm based in Bala Cynwyd.) "We have extended family in Lancaster, we have schools we like, and neighbors we adore. We commute so my daughters don't have to. Plus, it gives me a chance to catch up on emails and reading.

"Did I mention I like to sleep?" 

MY FAVORITE MBA CLASSES

By Sandra Urdaneta-Hartmann

STRATEGIC MANAGEMENT (MGMT 780) — *Professor: Annetta Fortune, Ph.D.*, now teaching at Widener University. I still refer to the textbook from this course for key concepts about organizational management applicable in any work.

LEADERSHIP & PROF DEVELOPMENT (ORGB 625) — *Professor: Jeffrey Greenhaus, Ph.D.* This class taught me about developing a "boundaryless career," which was a very useful concept when transitioning in and out of academics and entrepreneurship.

MANAGING TECHNOLOGICAL INNOVATION (MGMT 602) — *Professor: Michele Masterfano, DBA.* This course reminded me that learning can be fun. Michele was also one of my instructors at the Baiada Center during the mandatory workshops that I had to take to compete in the business plan competition.

NEW VENTURE PLANNING (MGMT 652) — *Professor: Ken Colwell, Ph.D.*, now teaching at the University of Miami. Taught me in detail how to write business plans. I learned how to translate scientific knowledge and content into a language suitable for business.

ECONOMICS (BUS 502) — *Professor: Bang Nam Jeon, Ph.D.* This was a course in my first semester in the MBA program, and it was a great start. I still reference the textbook as I read current news in global economics.



FROM CATCH



TO FINISH

Joseph Master

A luminous fog blankets the early-morning Philadelphia skyline, while below, on the veranda of the Pennsylvania Barge Club on Boathouse Row, the chilled air and measured taps of paddles on the Schuylkill River hint that summer is finally spent and something new, exciting even, is about to shove off.

On this breezy autumn day, 16 men and women, LeBow College's 2011 Executive MBA class, proven leaders with biographies as diverse as the mottled leaves lining Kelly Drive, have convened to learn a skill that they haven't encountered in their corner offices. Today, they will learn to row.

Among the group is a software architect, a senior management consultant, a director, a managing partner, a president, a vice president, a CEO and a retiring Aviation Branch Lieutenant Colonel in the United States Army. There is a senior structural architect, a director of enterprise infrastructure services for a prominent university, an internal auditor and a structural engineer. They come from Big Pharma, Big Energy, Big Education and major engineering firms. Their collective curricula vitae read like a corporate all-star line-up.

Together for the first time, this new EMBA class is pensive, perhaps uncomfortable — not to say that the students don't display confidence commensurate with their level of achievement, but rather that they are all too aware of the smoke and mirrors. This isn't their first trip to the executive coach. In fact, some of them are executive coaches. They pace the gilded-mahogany grand room where the day's lectures will play out and introduce themselves with wide, restless smiles — falling back on trusted corporate charisma to propel them through this awkward beginning.

Today is day one. There will be approximately 600 more days; 20 months of intense academic horizon that will be informed not just by lectures and lessons, but by the implications of international recession, political policy and shifting business models. Not to mention the rigorous teamwork that is the hallmark of LeBow's EMBA program. But for now, slates are clean and coursework is tomorrow's certainty.

Today isn't about proving leadership. These people are well past that. Today is about finding flow. And as the sun peeks through the thinning fog, it's time to learn to row.

Enter facilitator Dan Lyons, an accomplished competitor who has won two world bronze medals, a world gold medal

and a Pan American gold medal. Lyons, a former Drexel rowing coach who holds degrees from the U.S. Naval Academy and Oxford University, is here with his crew, Team Concepts, Inc., to orchestrate today's "team-building" activities. He smirks as the group slowly begins to assemble, sitting on foldable metal chairs arranged in familiar instructional rows. Later in the day, Lyons will admit that the apprehension is normal — that he expects it, even values it as a necessary step in the process. "We have done this program with CEOs of Fortune 500 companies, all the way down to sales teams from every industry, from government to nonprofit, to corporate to sports," he says. "It's all the same.

"They have to get over their own ego," he continues. "And they're afraid, and they want to feel valued. What we try to do is make them understand that being valued is the whole touchy-feely part of this."

From the onset, there are indicators that the workshop will dig miles deeper than typical kumbaya trust falls and Myers-Briggs fare. Teambuilding and leadership are one and the same, he says. The exercise is a psychological study in harnessing internal synchronicity and applying it at the organizational level. It's about committing wholly, spiritually, to a goal and helping others do the same. It's about creating and maintaining high-performance teams. It's emotional. It's not just business; it's personal. And it all ends with a race.

Lyons, whose lanky frame belies his skill with an oar, is high-energy and speaks impressively of solutions, synergies and positive attitudes. The objective, he says, is to fashion simplicity from complexity, to keep focus and drive. He talks about spirit and inspiration as if at the pulpit. His eyes pierce. He talks with his fingers, which are long and muscular. He is magnetic and heads turn when he talks.

"We have to understand that it's important to know where we are going and commit our energy. There always has to be a process, but it is spirit that wins races," he says.

Lyons divides the EMBA students into four teams of four—red, blue, green and gray — and the excitement is palpable. Colored hats and shirts are distributed: the first sparkles of coalescence. The students (although calling them students sounds wrong, like calling lions cats) draw their chairs closer and pull on their "EMBA Crew" shirts with pride. This isn't what they expected.

Lyons explains that each group will train to row together, and the day will culminate with a ceremony where gold medals will be awarded. This draws smiles and shrugs. However, what is clear to Lyons and to LeBow staff hanging low at the back of the room — including EMBA Program Executive Director Charlotta Thunander, who plans this annual event — is that this isn't a one-shot deal. These teams will remain cohorted for the entirety of the EMBA program — a reality that at first doesn't quite sink in (and how can it, really?).

"The body language of the students before and after this experience is night and day," says Thunander, who directs the EMBA program. "When they come to campus tomorrow, they'll be patting each other on the back."

Thunander, who has worked closely with EMBA students for six years, says today's exercise is like a first look through a pinhole at a solar eclipse.

"The Executive MBA program starts out with the foundation courses to get everyone on the same page," she says. "Then we move on to some of the core courses, which become even more challenging. And then during the second half of the program they're challenged to really apply everything that they have learned to think strategically. It sort of connects the dots. And this day is a good example of that."

But for now, it's time to hit the water.

Rowing is perhaps the ultimate team sport. Strength is subservient to synchronicity. Rhythm trumps force. It is an art, really, and its application as allegory is too obvious to ignore.

First, there is the oar: 12.5 inches of carbon fiber that each rower must hold close, knuckles pointing out, ever mindful of maintaining a perpendicular plane as it breaks the water. There is also the deliberate posture and progression of a stroke, from the catch (where the oar enters the water) to the finish (where the oar is removed). Stance is crucial: Firm lower back; relaxed stomach; hands down and away; elbows out; head up; break at the knees; stretch from the lats; drive your legs against the foot stretchers; and lean back to finish as you pull inward to your core. This all must be done in synchronization with the teammates to your fore and rear. Sound hard? It is.

Each team enters an eight-man boat (or shell) with four experienced rowers for support. A coach trails each shell

on a motorboat to provide individual instruction. In all, eight boats scatter beneath the Girard Avenue Bridge into instructional cabals. Constant calls of "catch" and "finish" resonate beneath the overpass.

The coaching is relentless. Each member is scrutinized, almost to the point of embarrassment. It's not hostile; it's necessary. For a bunch of men and women who lead for a living, the physical act of being led themselves draws out their determination. At first their faces are drawn, reserved. Next, brows stiffen in concentration. They do not want to fail.



This continues for more than an hour, during which each team's focus is found, lost and found again in sweeps of perfection where four oars pierce water with such flawless synergy that they form two undiluted lines that connect in a "V" at the bow. It's a striking sight and the EMBA students nod with satisfaction and pat each other on the back when they get it right. Soon, the shouting stops. Each teammate begins to follow the ebb of the oar to his fore. A powerful calm pervades. They're getting this rowing thing.

Back at the Barge Club, while lunch is served in preparation for the final races, the group is treated to a speech from Daniel Beery, who won the gold (and set a then-world record) at the 2004 Olympic Games in Athens. Beery looks like an athlete: tall, broad and composed — the kind of rower who could dominate with muscle alone. While he speaks, Lyons sits among the group, his arms folded. He'll be the first to admit that Beery is the most accomplished rower in the room (and in fact he does — twice). Like the rest of Lyons' itinerary, allowing Beery, the champion,



to speak before the big payoff is calculated, necessary. Lyons may be in charge, but Beery won the Olympic gold.

Despite being the most laurelled athlete in the room, Beery is clearly the least qualified orator. While he speaks of his love of the water and how it inspires him daily — even now that his competing career has ended — he frequently looks to Lyons for traces of approval, which he receives with hand gestures and attentive glances. This part is important. Beery, who competed with such precision on water, yet stumbles so endearingly while summoning the words to inspire, is Lyons' symbolic coup de grace. Although his delivery is cautious, his message is profound.

“Control is an illusion,” Beery says. “You can’t overpower. The only thing you can do to help any situation is communicate. I call it FPC: Forced Positive Communication.”

During each race, which extends from past the Girard Avenue Bridge back to the Pennsylvania Barge Club, the teams-in-waiting cheer on their peers from the shoreline. Some stand beneath a conspicuous bronze statue of the Viking explorer Thorfinn Karlsefni, known in the epic saga of Eric the Red as one of the first Vikings to establish a settlement in North America: a man who, fittingly, led a group of 200 from Iceland across uncontrollable waters to North America. It is believed that his son was the first child of European descent born on this continent.

But here, now, on the water, LeBow’s latest batch of EMBA hopefuls is focused on making simplicity from complexity. Creating focus, flow. From the shore you can hear chants of “catch” and “finish.” And as the final bow passes the salient

where the Viking statue glares, the cheers are sincere and the teams have unified around a common goal: being a team.

Later, after the thoughtfully contrived and well-received award ceremony, the MBAs, donning their mock medals, are flushed and wet. It’s not so important who won (although, for the record, blue and red were the victors in their respective heats). They’re too busy congratulating each other, communicating. And here lies the irony. These are Executive MBA students. Company presidents. CEOs. Leaders. These men and women are results-driven, ambitious competitors. They came to Drexel, to LeBow, to win. But in Lyons’ final question-and-answer session, the touchy-feely one he warned about, most responses are surprisingly selfless. If winning was the objective, it’s clear that teamwork was the prize.

“My biggest fear was throwing everybody else off,” says Dennis Paris, president of marketing consulting firm Tangerine Strategies.

“You don’t want to embarrass yourself or let anyone down in the boat,” adds Tate Rice, vice president of operations and clinical development for Aquahab Physical Therapy. “Knowing it’s going to take some time to get the rhythm and technique in synch with that person in front of me.”

“In rowing, it’s all about catch and finish,” Lyons says. “Be at the catch together and be at the finish together.”

The newly minted EMBA rowing team can certainly count on that. **M**

“Rowing is perhaps the ultimate team sport. Strength is subservient to synchronicity. Rhythm trumps force.”



Photo: Lisa Unruh

Working Class

Dana D'Angelo keeps it real for her students.

Leda Kopach

If you want to know what experiential learning is like at Drexel LeBow, pop into one of Dana D'Angelo's classes. There you're likely to find students engaged with industry giants like Chevrolet, Citibank, Subaru and even the FBI, working to solve some of the firms' business and administrative challenges.

Experiential learning doesn't get better than this.

"The students in my Business Consulting class function like actual consultants with their 'clients,'" explains D'Angelo, MBA '93, a

clinical professor who has been bringing real-life industry experience to LeBow since she joined the faculty in 1993. "Students develop roles within their mock organizations, based on their strengths, and work to solve the companies' problems. My role is to serve as the students' consultant and to be a facilitator of learning. I facilitate the knowledge by creating experiences and opportunities for them to learn in different ways."

Many of these consulting experiences have been orchestrated by D'Angelo

through EdVenture Partners (EVP), a company that works with academic institutions by facilitating marketing and learning experiences for students. EVP brings together students and companies that are looking for solutions to specific business problems.

Currently, D'Angelo's class is consulting with Chevrolet, helping the car manufacturer create a marketing plan for three of its poorer-performing brands that are being targeted to college-aged students.

Earlier this fall, Chevrolet executives arrived on campus to explain the company's challenges to the class. The executives brought with them

"The students in my Business Consulting class function like actual consultants with their clients."



the cars the students will promote, giving the students, ranging from sophomores to seniors, the opportunity to explore the sound systems and ask questions about the cars' designs and features. The only downside was they didn't get to take the cars for a test spin.

As part of the learning process, the client gives the students several thousands of dollars toward the project for research and development that the students must manage and spend wisely. While the class is first and foremost a learning experience, there is also a competitive aspect to the program. LeBow students are, in fact, competing with eight other schools across the nation, which are also participating in the same program. The school with the winning idea — meaning, Chevrolet implements the marketing plan — wins the honor, plus valuable prizes, such as computers and other electronics. Because of the competitive nature of the class, D'Angelo handpicks the students according to their academic ability and their work ethic. She also ensures that the students have a diverse array of academic strengths to address all of the issues that may arise during the project.

It's this attention to detail and her dedication to her profession that have garnered D'Angelo the respect and love of both her students and her colleagues.

uneasy about my plan of study," says Michael Capovilla '10, who was D'Angelo's student for several quarters and served as her teaching assistant for University 101.

“It's beyond teaching them about finance and accounting, assets and liabilities, although I love talking about that, too.”

“Dana brings strong real-world experience to academia,” says Chris Lindbergh '97, who was D'Angelo's first student at LeBow and now a frequent guest speaker during her lectures. “She is also young at heart, which enables her to connect with her students and understand their personal challenges.”

In fact, it's not uncommon for students to come to her with their personal issues because of the warmth and kindness she exudes in the classroom.

“Upon returning to Drexel from my second co-op at home in Las Vegas, I felt

“I was homesick and stressed out, and I was on the verge of an emotional collapse. I went to Dana for advice and guidance, and she took the time to meet with me. She provided the support and mentoring I needed to work through the stress and find the right academic path for me to follow.

“The best way I can describe her is to say she has the very best qualities of a teacher and mother,” Capovilla continues. “She is patient, kind and very perceptive. She challenges her students to think critically and opens up discussion as a major teaching tool. Her style is practical and helps to expose students to real-world



challenges by assigning work that one could reasonably find in the board rooms of today's modern business environment."

Maria Papadakis '08, MBA '10 agrees. The daughter of the late Drexel president, Taki Papadakis, Maria was a student in several of D'Angelo's classes as an undergraduate.

"Dana thinks outside the box with teaching," she says. "She gives students not only incredible hands-on learning experience — which is what Drexel is all about — but she has taught me things that have helped in both my academic and occupational career that I wouldn't have learned without her. That creativity and personal touch that she brings to teaching is what makes her stand out so much."

Papadakis can also relate to the students currently enrolled in D'Angelo's class. She participated in D'Angelo's Business Consulting Class with Subaru as her client. While her class fell short of the win, capturing second place, Papadakis says it was one of her fondest memories at LeBow.

"I remember Dana having us over at 11 p.m. to her home the day before our big presentation to the CEO and CMO of Subaru, as well as over 75 Subaru employees," Papadakis says. "She made us dinner, and worked through the night with us while her family was even there to lend a helping hand. She is one of those people for whom work doesn't stop after class ends; it could be any hour, often midnight. Although we came in second, you can still see our concept in Subaru advertisements the past couple years, the 'Fall in Love' campaign. I wouldn't have had such an incredible experience helping create a car ad campaign had it not been for Dana."

"I feel that it's my responsibility to really prepare my students for the business world," D'Angelo says. "It's beyond teaching them about finance and accounting, assets and liabilities, although I love talking about that, too. A lot of business is done on the golf course, and people need to be able to speak the language of business. I think of my classes as business meetings and my students as my colleagues."

D'Angelo employs several role-playing techniques in her classes and uses techniques, such as Teaching Around the Wheel, to ensure that her lessons are understood by everyone.

Dana D'Angelo-isms

"Business is everywhere."

"There is a language of business."

"Cash is king."

"Everyone is a leader."

"All jobs are international."

"Find humor. Be able to smile, have fun and laugh at yourself."

"It depends."

"There are so many different learning styles and every class has a group of students that learns and works differently," she says. "I design my class to ensure that everyone benefits from the course by incorporating

different learning techniques such as independent work, group work, lectures, presentations and online projects."

Her commitment and excellence in teaching have not only been recognized throughout the years by her students but also by her peers. Throughout her career she has garnered many teaching awards, and just this past year, she was recognized with the University's coveted Barbara G. Hornum Award for Teaching Excellence. (A LeBow professor has won this University teaching award the past three years.) She has also been recognized by the University's Center for Teaching Excellence and has won the Provost's Award for Innovation, among other accolades. Needless to say, D'Angelo takes her teaching responsibility very seriously.

She was one of the first fellows asked to join the Center for Teaching Excellence in 2008, where she works on a variety of programs and research to improve classroom experiences for students. Recently, she was in a group that spearheaded a program to work with faculty to improve their teaching. The group implemented a volunteer peer review program in which interested faculty work together on areas they want to improve.

And while D'Angelo is now working with other teachers to improve their skills, interestingly, teaching was never on D'Angelo's radar.

"I was finishing my MBA, and [Vice Dean] Tom Hindelang asked me if I wanted to teach a class since there was an unexpected opening. I jumped at the chance. Timing is a part of life."

And teaching has been a part of her life ever since.

"She has an incredible gift at showing students how they can work together most effectively as a team, and I think that's one of the most important concepts one can learn for business," Lindbergh adds. "It is often forgotten as something that needs to be taught, and Dana does that so well. One of the most wonderful traits about Dana is she believes in her students and shows them how they can be their best." 

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When the Mac Came to Market Street

The Story of the Drexel Microcomputing Program

Joseph Master

It's **October 1983**, and droves of khaki-clad businessmen push eagerly through the arched entrance of the Waikiki Sheraton. Just in from the airport, they are dizzy, eager. Inside Oahu's swankiest hotel is a spread of ice sculptures, lobster and caviar — a scene plucked from “Dynasty.” All of this is courtesy of a company days away from changing everything. Scattered throughout the room are signs, each with an icon so austere, provocative, that it renders the regalia archaic by comparison: a colorful apple crowned with a single green leaf.

**“Welcome,” a voice rings,
“to the 1983 Apple national
sales convention.”**

Over the next five days, 900 attendees — the Apple sales army, conscripted for the sole purpose of infiltrating an empire

— witness the end of an era and the birth of a new entity. The objective is twofold: to convey a plan to penetrate the Macintosh into the retail market and to destroy IBM. And the *message*, delivered in a manner that is now as iconic as the brand he created, will come not from a gun-slinging sales guru. It will come straight from the top.

When the 900 attendees — jet-lagged — gather in the main auditorium for the opening ceremony, they are suspended as if on tenterhooks by a buzz they can't quite explain, but sense as potent as gravity. The lights cut. The *Flashdance* theme cues. The lyrics are prophecy: “*What a feeling/I can have it all/I can really have it all.*”

A multicolored laser show erupts from above, bathing bodies in all colors of Apple iconography. Then ... darkness. Deliberate, quiet. A solitary figure walks on stage, cloaked in a spotlight he will come to embrace and shun in equal measure for nearly 30 years. By his side is the Macintosh 128K. The applause is deafening.

“Hi, I’m Steve Jobs.”

Jobs, the boy wonder, proceeds with a compelling history of the microcomputer — from the IBM to the Apple II. He frames the narrative as a struggle between empire and rebellion. Apple, he explains, is now a \$300 million corporation and IBM is its strongest competitor. “Apple is perceived to be the only hope to offer IBM a run for its money,” he says. “IBM wants it all and is aiming its guns on its last obstacle to industry control: Apple. Will Big Blue dominate the entire computer industry? The entire information age? Was George Orwell right about 1984?”

The lights dim again. A screen illuminates and Ridley Scott’s famous “1984” commercial, Macintosh’s dazzling coming-out, glows gray and foreboding. An army of drones marches across the bleak bowels of an evil empire and sit in pews before a cold, gray monitor. A bespectacled Big Brother spews oligarchy: “We shall prevail.”

But there is hope. A woman, blonde, fit, dressed in red and white, sprints heroically down a narrow corridor holding what appears to be the hammer of Thor. She stops, poised, and heaves it at the screen. The sound of the explosion is anemic compared to the roar of applause.

The commercial, which premieres globally during the Super Bowl halftime show on January 22, 1984, ends with another prophecy: “On January 24, Apple Computer will introduce Macintosh. And you’ll see why 1984 won’t be like 1984.”

Two days later, Apple dispatches its first official press release introducing the Macintosh. Buried in the text is the first mention of what will come to be known as the Apple University Consortium.

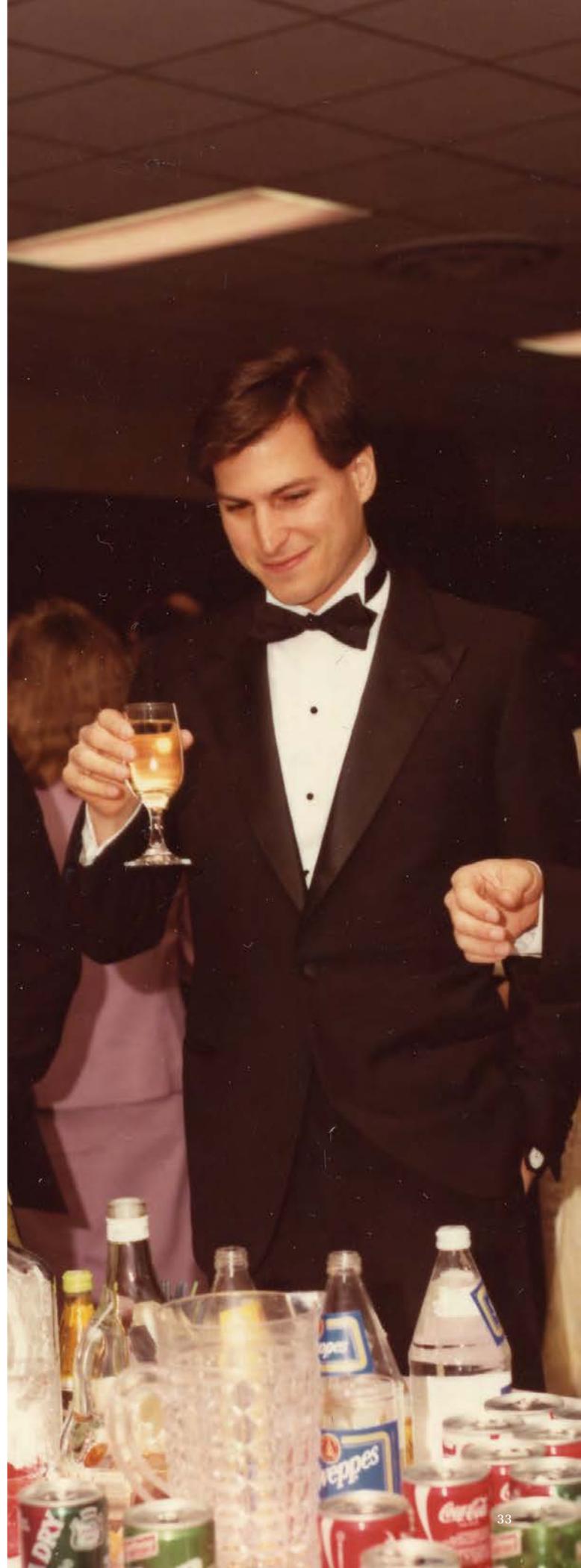
“Twenty-four of the nation’s leading universities ... Harvard, Princeton, Stanford and Yale, have joined forces with Apple to plan and implement personal-computer applications over the next few years.”

Absent from the list is Drexel University, the *first* member of the consortium to require every student to use the Macintosh.



By January 1984, Drexel University had already cut its own slice of the Apple pie and was anxiously waiting to serve it on a silver platter. Rumor had it that each unit would be embossed with a blue “D” for Drexel. They would become known in the corridors of Matheson and Main as the “DUs.”

Back in the fall of 1982, one year *before* the sales meeting in Hawaii, Drexel University President William Walsh Hagerty — who in 1970 steered Drexel through its transition from an institute of technology to university status — announced that personal microcomputer access would be mandatory for every newly enrolled freshman beginning with academic year 1983–1984. Furthermore, all academic departments were expected to incorporate microcomputing into their curricula. After two decades of unparalleled growth, during which President Hagerty oversaw the formation of the College of Science and the College of Humanities and Social Sciences, Drexel was no longer a regional hub for experiential education; Drexel was finally an underdog contender at the national level.



In *Going National*, the aptly named 1985 documentary that charts the rise of the microcomputer at Drexel, Bernard Sagik, Ph.D., then vice president for academic affairs — the man who first suggested the idea of microcomputing to Hagerty — explains that going national meant competing against all first-rate institutions and finding the right fulcrum, the perfect *message*, to make the endeavor worthwhile.

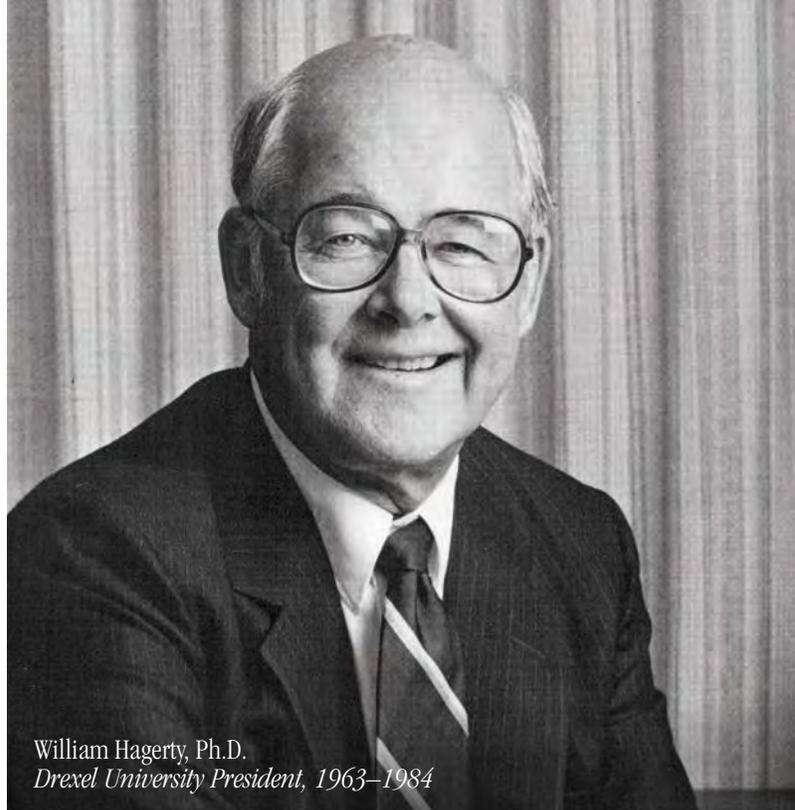
“I felt we had to trade on what Drexel had already — that was unique to us — which means co-op, very applied programs built on a solid theoretical base. These are the things that we can sell,” he says in the film.

At the time, some faculty had to be told that the mouse was not of the rodent persuasion, but was, rather, a device for navigation.

At the time, Drexel was still contracting outside vendors for its computing needs. The mainframe and punch card were standard technology, a disconnect that not only demanded attention, but necessitated a monumental change: Going national meant adapting academic microcomputing. For all.

“The more you looked at it the more you realized you could not build strength in what was going to be *the* area of the next two decades ... automation, robotics, computer applications ... going off-campus,” Sagik says.

Hagerty, serving his final term as Drexel’s executive-in-chief, agreed, and was willing to hang his presidency on it. A committee was formed, including Hagerty; Sagik; Brian L. Hawkins, then assistant vice president for academic affairs; and Thomas Canavan, dean of the College of Humanities and Social Sciences. A contract — now lost, perhaps in the bowels of the library that bears the



William Hagerty, Ph.D.
Drexel University President, 1963–1984

Hagerty name — was agreed upon between Drexel and Apple Inc. The deal included a nondisclosure clause, typical of Jobs and his compulsive confidentiality, which legally bound the committee to keep quiet until the launch.

“The secrecy was totally contrary to the academic process,” Hawkins, who was named director of the Drexel Microcomputing Program, and would later found EDUCAUSE, a nonprofit that promotes the intelligent use of technology in education, says in *Going National*.

But keeping mum didn’t mean keeping quiet. In typical Drexel fashion, the administration began educating faculty and students on the yet-to-be-named microcomputer. Hawkins held “Microcomputing Information Sessions” in Patton Auditorium to address the growing list of concerns. How will microcomputing change education? Will Pascal be the programming language? Bound by nondisclosure, Hawkins could do little to assuage the apprehension. “The machine is not meant to change the curriculum, but to enhance the curriculum,” he says in a particularly heated scene in *Going National*.

By the fall of 1983, just as Jobs addressed his troops in Waikiki, the Trek Building, located at 32nd and Race Street, had been renovated to facilitate the influx and distribution of approximately 2,000 nameless, top-secret Apple computers. A state-of-the-art computer classroom was installed in the Korman Center; a group called DUsers, comprising students with microcomputer experience, was convened to help the uninitiated. A newsletter called *boot* was conceived and edited by Professor Tom Hewett to address the pressing issues of the microcomputer user.

Just before the launch, a group of graduating seniors was given access to a roomful of covered computers with no visible labels. They poked around, played with the graphic user interface, saved files on strange floppy disks. Afterward, they were administered a test to assess the effects of microcomputing



on stress and anxiety, stratified by age, gender and academic major. The results were clear: Drexel was ready.

On March 2, 1984, *The Triangle* student newspaper's front-page headline read: "Macintoshes arrive on campus; distribution will begin Monday." There was extra security guarding the Trek Building. Trucks rolled in from Market Street with cargo locked so tight with steel rope that hacksaws and chain-cutters were necessary to extract the spoils. And as the first white boxes, each affixed with a Matisse-like portrait of the hardware inside, were loaded into the warehouse, fingers were crossed particularly tight back at 3141 Chestnut.

And so it was that, on March 5, 1984, some three years after President Hagerty's prophetic announcement, 1,850 Drexel freshmen trudged up 32nd Street in the cold to pick up their very own Macintosh 128K.

The rumors were true. Each computer was embossed with a blue "D" for Drexel. The price? \$1,000, plus tax. Not bad for a unit that sold for \$2,495 retail. The 20-pound package included MacWrite, MacPaint and Microsoft Multiplan software, designed by some nerd named Bill Gates. Each box contained the CPU, a keyboard and a mouse. At the time, some faculty had to be told that the mouse was not of the rodent persuasion, but was, rather, a device for navigation.



While Jobs' grand scheme to take down Big Blue ultimately came true, the deciding battleground would not be in the conference rooms of corporate America, but in the halls and homes of academia. Students and educators became the force that sacked the IBM Empire.

Sheldon Master, who in 1984 was a 30-year-old recruit at that first national sales meeting, and is now president/owner of audiovisual tech firm Haddonfield Micro Associates, remembers that while the Waikiki call to arms was lofty — a true David and Goliath tale — the story didn't play out as planned. "Empires aren't toppled head-on," he says. "They're taken out on the peripheries. Apple wanted to crack into corporations through desktop publishing. What wound up happening was that we broke into homes."

Now, 28 years after the birth of the product he helped launch — that built his career — Master reads the Cupertino press release announcing the Macintosh, reciting sections from memory: "... a sophisticated, affordably priced personal computer designed for business people." He stops on the third page. "Here," he says, pointing to bold text that reads *Macintosh Sales Outlook*. "Let me show you something."

In the release, a third-party analyst firm estimated global sales for the Macintosh to total 350,000 units in 1984: 70 percent from businesses, 20 percent from colleges and universities and 10 percent from home users.

"It didn't happen like that," Master says. "Probably more like 40 percent went to businesses, about 40 percent went to education and 20 percent to home users. Dealers were selling to schools, homes and *then* businesses. Education was *the* most important.

"Those students eventually made it into the workforce. And what computer do you think they brought with them? The Mac. It was brilliant. The educational consortium launched Apple into the business market.

"The consortium was based on respect, and Jobs had a lot of respect for Drexel," Master says. And so, as Apple rode a tsunami of success that has yet to be rivaled, Cupertino began passing out buttons that triumphantly read: "IBM — I'll Buy Mac."

Meanwhile, Drexel began the process of adapting the Macintosh into its curricula. The microcomputer forced educators to re-evaluate how they delivered their message to students who, in large measure, were infinitely more familiar with the medium.

"The Macintosh caught on almost instantly," remembers Provost Mark L. Greenberg, then an untenured assistant professor of English. "And, in typical fashion, the students were probably ahead of the faculty. The melding of technology and higher education occurred at Drexel within the first year. And we never looked back."



Even the humanities and social sciences caught on. A history professor began developing the first electronic atlas; and scientists, engineers and accountants built math modules that simplified coursework. English students, no longer bound by pen and typewriter, began fine-tuning syntax with MacWrite's editing interface. Provost Greenberg even contributed an essay musing about the implications of the microcomputer for writers. Would the keyboard and mouse change the craft? Would intimacy be lost?

By the winter of 1985, the Macintosh was everywhere. The DUsers began publishing a newsletter called *CMMAND*.



Bernard Sagik, Ph.D.
V.P. for Academic Affairs, 1980–1987

DUTalk, a “terminal emulation package” that facilitated communication among multiple computers, was given away for free in the Korman Center. Drexel’s first-ever MacFair took place in April. The first “Micro Hotline” began operation: the number is now Drexel IRT’s extension.

According to Christopher Laincz, Ph.D., who attended Drexel soon after the arrival of the Macintosh and is now an associate professor of economics at LeBow, being exposed to the microcomputer gave students advantages that reverberated beyond the walls of academia.

“We were familiar with basic computer software,” he says. “As we left the University, I’d venture that 90 percent of us were working with computers. Studies have shown that at that time ... there was a computer usage premium in wages. People who worked with computers had about 10 to 15 percent higher wages than other people, controlling for all other factors that could explain wage differential. That was a huge benefit for us.”

While the Jobs legend has been canonized, Drexel’s own visionaries — namely Sagik and Hagerty — now endure on weathered bronze plaques and in black-and-white photographs.

“Bernie Sagik was a cultured, articulate, accomplished scientist and educator,” says Greenberg. “A *model* academic. He thought about the computer as a teaching, learning and research tool — and instantly saw its applicability to the mission of higher education.

“However, William Hagerty needed the insight, brains and guts to commit. I would have loved to be a fly on the wall when Bernie Sagik came to Hagerty with the idea.”

On Saturday, March 9, 1985, just one year after the Macintosh arrived, Drexel University hosted a black-tie world premiere of *Going National* in the Mandell Theater and James Creese Center. Jobs was among the distinguished guests.

After the viewing, dressed in a smart tuxedo and noticeably pleased by what he’d seen, what he’d started, Jobs spoke, calling Drexel “a pioneer for being the first university to fully incorporate the Macintosh” into its curricula.

“He sees the relationship between Drexel and Apple as only the beginning [of] a future of new and better education through the development of high technology,” read the coverage in *C&MMAND*.

For Drexel, a school so devoted to mingling technology and education, Jobs’ visit was not just another victory lap; it was a homecoming. “As we talk about the character of Drexel,” says Greenberg, “the idea that we are risk takers, that we are forerunners, that we are innovators — this is no better exemplified than by the adoption of that microcomputer. And at a time when most people didn’t even know what it was.” M





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The Drexel Smart House has received a **2011 NOVA Award** for outstanding contributions in the area of new green energy alternatives and sustainable energy technology innovation from the World Green Energy Symposium. Two student-developed technologies have already resulted in provisional patent protection.

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Get Involvio

Shannon Brown



If you're part of the online world today, it's likely that you spend at least some of your time updating your Facebook status, checking in on Foursquare, tweeting to your followers or trying to raise your profile on Klout.

But if Drexel senior Ari Winkleman has his way, soon you'll be able to do all that and more — at the same time. At least if there's a college campus nearby.

You may not know the name yet, but his nascent company, Involvio, is poised to become the next big thing in social networking, all before Winkleman and

most of his business partners don a cap and gown and leave their own college experiences behind.

"Involvio is a lot like Google, Facebook and Twitter all rolled into one," says Winkleman, founder and CEO.

In fact, he says, it was his experiences as a freshman at Drexel that led directly to the development of Involvio — a site that integrates some of the best features of various social media to give students a one-stop shop for finding out what's happening in and around their college campuses.

"When I was a freshman at Drexel I was that kid — the one who wanted to be involved in everything ... but there was really no way to do it," Winkleman says, pointing out that despite technological advances, much advertising for college events on campuses today still happens the old-fashioned way — in a flurry of confusing fliers tacked to overcrowded bulletin boards in dorm halls and student unions.

Frustrated by a lack of clear information, Winkleman approached the presidents of a number of clubs based at LeBow College and created a blog called the *LeBow Ticker*, which allowed organizations to post their information and schedules to a central area.

It was, for him, a light-bulb moment. He gathered a group of five others comprising several fellow Drexel students as well as friends from other universities in North America and set to work creating a site that would expand on the LeBow Ticker, and take advantage of the always-connected world of students today.

"The premise of our site is that it's not an aggregator — we're the hub. What we're doing is democratizing event promotion. We're saying if you have an event, throw it in, and if it's popular enough, we'll make sure it gets seen by the right people," Winkleman says.

Some of those right people included Omnicon Group's OMD and General Electric, who together sponsor the "Innovation Incubator" program for young entrepreneurs, a competition that Involvio handily won this past summer.

"It was very competitive — 200 applicants for 12 spots. There were graduate students from Stanford, Harvard and MIT that we competed against," Winkleman adds.



The Incubator program gave the young company office space in downtown Manhattan, mentoring opportunities and a chance to grow exponentially over the course of the summer, but Winkleman and his company are happy to be settling into more-permanent digs just off Drexel's campus as they prepare for a live rollout of their product across some 50 campuses — including Drexel's — this fall.

"It really is, in large part, thanks to Drexel. The co-ops have been amazing, my opportunities on campus had been amazing, and I can't imagine that I'd be doing this if I had gone to another school. We beat graduate students; it speaks volumes to Drexel University and its program." M

Going the Distance

Shannon Brown

The next time you get an urge to head out on a beautiful afternoon and paint a picket fence, you could have Katherine McNamara to blame.

Not really, but McNamara — who spent the summer filming a role as Becky Thatcher in the upcoming movie *Tom Sawyer & Huckleberry Finn* — is no stranger to persuasion — or to hard work.

McNamara is currently enrolled as an e-Learning student at Drexel's LeBow College, and has been performing professionally since the age of 10, including an extended run as Frederika Armfeldt in the revival of Stephen Sondheim's *A Little Night Music* on Broadway. After an already-blossoming career on stage and screen, she seems poised for even greater stardom, with upcoming parts not only in Mark Twain's classics, but also in the new Disney Channel pilot *Madison High*, and in the much-anticipated Gary Marshall holiday film, *New Year's Eve*. For many, that pursuit would take up all their time and attention, but McNamara — who graduated from high school with honors at the age of 14 — wanted the opportunity to continue her education as well.

"In my family, education is a high priority. There was really never even a question as to whether or not I would go on to college, it was just a given," McNamara says.

While she originally thought that she would like to pursue a fine arts degree, the demands of her career made a full-time, on-campus college experience practically impossible, so she began looking for a different alternative.

"I love distance learning," she says. "I have been schooled through correspondence and the Internet since first grade, so I work best in this type of setting. I find the flexibility to be the most valuable advantage this type of learning provides. With the Drexel e-Learning program, I am able to work anywhere at any time."

McNamara says that pursuing a college degree has also helped her as an artist.

"As an actor, for each new role I receive, I must explore and create my character's background story. I must have a deeper understanding in a variety of disciplines in order to do this effectively, and higher education helps me to accomplish this."

A self-professed "total geek," McNamara has been glad to integrate a love of mathematics and logic into her fine arts training. And she claims that studying business and finance is a must for anyone looking to make acting a full-time career.

"My classes in business and business law have helped me to further comprehend the contracts I deal with often in my career. I am now much better able to understand the language used in the agreements I sign. I am taking a marketing class this term, and I hope to be able to apply what I learn to my career as actors constantly have to pitch themselves to new employers."

McNamara says that while she was nervous about missing a face-to-face component in her college experience, she's surprised at how connected to Drexel she feels, even far away.

"Even though I have not been to campus as of yet, I still take my Drexel sweatshirt everywhere I go. Go Dragons!" M



B R I D G I N G T I M E

Roger McCain, Ph.D.

We make a left turn onto a dirt road,

a gap in the forest. My wife, Kate, is driving because she would rather drive than read the map and give directions — even driving on these roads. I make about as many mistakes as she does, but I don't let them bother me. There are signs that we are close to our destination. We are headed downhill, pretty steeply, and a sign says the overhead clearance ahead is only 11 feet. We round a curve and the forest clears a little, and there it is — a covered bridge on a Pennsylvania back road. We park the car in a pull-off and get out. I take a few pictures. After exploring the site, we pass through the bridge and continue back to a paved road to our next destination — another covered bridge a few miles downstream.

I have been hunting covered bridges for about 20 years. It started when I noticed the Harmony Hill Bridge, just off the road between Downingtown and West Chester. I had just moved to Pennsylvania from New Jersey to join the Drexel faculty. One day I was returning from a shopping trip in Downingtown when I came upon the bridge. I soon learned that Pennsylvania is *the* state for covered bridges — we have more than any other state. I spent a lot of very happy weekends in the next few years visiting covered bridges and taking photographs, eventually publishing them on the Internet. My covered

bridge pages were the first online, and though there are more and much better pages now, I was known for a while as “that crazy covered bridge guy on the Internet.”

So, why are the bridges covered? They were built in the 19th century for practical reasons. Wood was a cheap, locally available building material, but wooden bridges would deteriorate from exposure to the weather. The roof and side walls were added to protect the wooden structure from the weather, so that the bridge could last longer.

Some of the earliest covered bridges in North America were in urban areas. In fact, the very first North American covered bridge was a bridge over the Schuylkill at what is now Market Street, just a few blocks from Drexel. But as the nineteenth century closed, the covered bridges that remained were the smaller ones in rural areas, where the pressure of progress was not as great. As early as 1900, covered bridges were already thought of with nostalgia as a symbol of a past, rural America, with small communities and untraveled roads. While they last, they remain picturesque and often beautiful symbols of a time that we like to believe was simpler. ■ M

Roger McCain is a professor of economics at Drexel LeBow.





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